



SLIDE NOTES

Educator PowerPoint Presentation

Career and Technical Education

Giving Students the Edge

Slide 1 through Slide13:

No notes

Slide 14:

In Utah, 34 percent of the population age 25 and older hold a college degree (associate degree or higher).

Slide 15 through Slide 19:

No Notes

Slide 20:

Give examples of Reading, Writing, Science, and Math Skills taught in your program.

Slide 21:

Give examples of specific technical skills you teach in your program.

Slide 22 through Slide 23:

No notes

Slide 24:

Students in each of Utah's 109 high schools have access to CTE courses and programs. Over 22,000 students concentrate in CTE by completing three or more courses in a single CTE area.

Slide 25 through Slide 27:

Slide 28:

Source: Utah Department of Workforce Services, Labor Market Information, October 2007. *Long-term industry employment projections 2004-2014.*

Slide 29:

Source: Utah Department of Workforce Services, Labor Market Information, October 2007. *Long-term industry employment projections 2004-2014.*

Slide 30:

CTE jump-starts students' careers by preparing them for jobs while in, or just out of high school.

High school students who graduate with career and technical education concentration are 2.5 times more likely to be employed while pursuing post-secondary education than are students considered to be college prep. (Source: Southern Regional Board Study, 2002)

Listed are some examples of the hourly wage data CTE students have earned in Utah while in, or just out of high school.

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No Notes

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Slide 32:

1st quote source: National Conference of State Legislatures, School-to-Work

Information Technology wage numbers from Utah Department of Workforce Services, October 2007.

Engineering wage numbers from Utah Department of Workforce Services, October 2007.

Health Science wage numbers from Utah Department of Workforce Services, October 2007.

For the majority of students, post-secondary education will consist of a program of less than a four-year degree with some receiving little or no post-secondary education.

Slide 33 through Slide 37:

No notes

Slide 38:

High school Career and Technical Education programs prepare students for the many high paying, high-tech jobs requiring less than a bachelor's degree. Most new jobs require specific post-secondary, advanced technical training. CTE meets that need by providing career exploration, career paths, and linkage to post-secondary CTE programs. CTE takes students into the real world, and training approximates real industrial work situations.

Slide 39 through Slide 50:

No notes

Slide 51:

Speech to the National Press Club, 9/22/06

Slide 52 through Slide 54:

No notes

Slide 55:

Welcome to Career Pathways!

A Pathway is a method of searching for a career that fits your interests and lifestyle and then allows you to build academic courses around it. The pathway recommends individual high school courses—both academic and career-related—to concentrate on those that are specifically geared toward your chosen career. All of this planning starts as early as middle/junior high school and continues as you advance through high school.

The Map

What direction should you take?

Your school guidance counselor will help you plan your high school coursework map with a Student Education Occupation Plan (SEOP). The courses of study will give you options for entering the world of work while continuing your education.

So, are you prepared with your own map?

Ask Yourself

What –

Do I want to be doing in 10 years?

Should I take to get ready for college?

Are the new graduation requirements?

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Why –

Should I take this class?

Should I plan?

Should I study?

How –

Do I take advantage of the few electives that I have?

Do I make a lot of money?

Do I get labor market information?

The Road

Gaining independence, moving on and finding a career – that is what you can expect once you leave high school. The trick is to jump-start your future and plan for life after high school before graduation. But how can you do that?

The Journey

On your mark, get set. . .

You will find that Pathways will increase your interest and achievement by helping to make connections between what you are learning in school and your future opportunities. More resources to help you pave your path can be found at careers.utah.gov.

Slide 56 through Slide 58:

No notes

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CTE provides each high school student with the opportunity to transition to college, enabling them to complete their education and training more rapidly, with more advanced skills and a reduction in cost.

Slide 60:

No notes

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Tiffany Clegg, a graduate from North Summit High School, states, “I was not a typical student in high school because I didn’t fit into the typical high school activities. Agricultural education and the FFA gave me a place to belong. As a freshman my teacher encouraged me to set goals which helped me to establish a direction for my life.” Tiffany’s family owns Clegg Championship Rodeo, which provides rodeo livestock for many of the amateur rodeos in Utah. Tiffany has always been a part of the family business. Her duties include serving as the secretary for each rodeo they contract and helping local communities with their public relations efforts, as well as taking care of the livestock. Many of the skills she learned in her agriculture class are used right on the job. Her work has created numerous opportunities to be recognized on the national level. At the 2003 National FFA Convention she received her American FFA Degree, the highest honor the FFA can give one of its members. Tiffany received a scholarship from the Summit County Farm Bureau, which will help with her plans to continue her education at Utah State University, where she will major in either agricultural education or agricultural communications. Her dream is to work as a commentator at televised rodeo events, carrying on the family tradition in a big way. Eventually, Tiffany would like to be a high school agriculture teacher and FFA advisor, giving back to a new group of kids some of the great benefit that she received from her participation in the CTE agricultural program.

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Vu Doan, a graduate of Granite High School, states, "Career and technical education helped guide me in choosing the right career path for me. It was through Career and Technical Education that I decided on business web page design and graphic design as a career. From the courses offered through CTE I was able to take classes that appealed to me. During my Business Web and Commercial Arts classes, I suddenly became fascinated with the skills I could learn and how they would benefit me in the future. High school CTE courses gave me a head start on my career path. Taking business web page design and graphic design in high school allowed me not only to take those courses sooner, but also cheaper than had I waited until college. I have taken the skills I learned in high school and have applied them to my freelance work and my education. While doing freelance graphics and web design, I am pursuing a degree in New Media Communications at the University of Utah."

Steven Carlile, a graduate of Wasatch High School, was enrolled in Economics during his senior year, for which he received three semester hours of concurrent enrollment credit. During this course, Steven was introduced to basic economic concepts and was able to apply those concepts as he participated in both the Utah Economic Challenge and the Utah Stock Market Game™ where his teams placed third and sixth respectively. Steven states, "The experiences I had in my high school economics class have been a great asset in my work and a springboard as I have continued my education. My first college economics professor was very impressed with the skill and knowledge of economics I had gained during high school. I was always able to answer his questions and complete assignments correctly, and was at the top of the class because of my economics background from high school." Steven is currently attending Utah Valley State College and working at NuSkin while finishing his bachelor's degree. "In my work at NuSkin, I constantly use economics concepts and principles. I have noticed that when a new policy or change comes along, my perception and understanding of why this is happening is more in-depth. When we are in meetings, I am able to ask better questions to get to the heart of a problem. I am also able to explain to clients the reasoning behind changes that are taking place, because of my economics background. I am grateful that I had the opportunity to study economics in high school; it continues to give me a distinct advantage in pursuing my goals and dreams for the future."

Sharyl Mathews, a graduate of Alta High School, states, "As a 7th grade student I sat in a clothing construction class absolutely impressed with the teacher and the subject matter. I made up my mind the very first day of class that I wanted to do what my Family and Consumer Science teacher did. Coming from a single parent and somewhat dysfunctional home, I found that my Career and Technical Education (CTE) classes gave me knowledge that would be practical and useful. I have used the information I learned in CTE in the professional world and in making my life better. Upon graduation from Southern Utah University, I have used my CTE training from jr. high, high school, and college in every aspect of my life. I have worked for Utah State University Extension Service, Dixie College, Southern Utah University, and the Washington County School District. Each time gaining a position because of the background I possess in CTE. Today I am that teacher I wanted to be back in 7th grade. I teach Family and Consumer Sciences at Pine View High School in Washington County. I wish I could go back and thank each CTE teacher I had. They each influenced my education and I applaud them."

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Joel Arvizo, a graduate of Ogden High School, states, "As a young adult graduating from high school, I affirmed my decision to pursue a post-baccalaureate education and become a doctor of medicine. My decision to pursue a career in medicine was because of my broad introduction to the health care field in high school and because of the support I received in the health sciences curriculum. Health sciences education was an important aspect of my educational development because it allowed me to bring together the world of academia and the world of technology education. My experiences with health science education gave me the opportunity to speak to health care professionals; to see, hear, and experience what they do in their chosen health careers. Health sciences education was the most rewarding experience for me at the secondary education level and continues to be rewarding as I am pursuing a collegiate education. It helped me realize that I can truly accomplish all my goals and aspirations in life." Joel is the past Utah State and National HOSA president, is attending the University of Utah (majoring in health promotion and education), and is a pre-medical student.

Katherine Philipp, a graduate of Uintah High School, states, "I became interested in multimedia and career and technical education my first year in high school when I began taking business and computer classes. I enjoyed the learning experiences in the basic word processing and introduction to computer courses, and decided to take more advanced classes my junior year. I knew multimedia was the perfect fit for my passion for design and for my interest in technology and computers. During my senior year, I became more involved with multimedia when I was part of a team that helped build an interactive touch-screen kiosk application for the museum in Vernal, Utah. The multimedia classes I took in high school are what influenced me to pursue a degree in the area of information technology. I attended Utah Valley State College and graduated with one of the first bachelor of science degrees in multimedia. While going to school, I was hired to operate the productions on the jumbotron show for the Utah Grizzlies hockey games, where I learned how to operate the Chyron graphics generator." Katherine served an internship with the Disney College Program at Walt Disney World in Orlando, Florida. Her internship was with the Magic Kingdom Communications Coordinators office. After her internship, Katherine was hired as a full-time employee with Walt Disney World.

Ryan Archibald, a graduate of Granger High School, enjoyed a concentration of business and marketing courses while attending high school. He was active in his FBLA chapter and served as chapter president of the DECA organization. He placed first in the DECA Snow College Business Calculations Competition, and first in the State FBLA Business Math Competition. Ryan works while attending college. With help from his employer, RadioShack, as well as a scholarship, he is currently pursuing a Business Management degree at Westminster College in Salt Lake City, Utah. In a recent interview he stated, "During my senior year, I remember running the School Store, which is a part of the Retailing Curriculum. I didn't need to be in school to earn any credits toward graduation, but I ran the store and ended up making a profit that was added to the Marketing Department student funds. That experience sure has come in handy as the Store Manager for RadioShack." RadioShack is currently a financial sponsor and sponsor in kind for "Students in Free Enterprise." Ryan enjoys going back to Granger High School and visiting students in the marketing classes who are benefiting in the same way he did.

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Trent Williams started out in the engineering academy at Northridge High School in Layton, Utah because “it sounded like fun.” He says, “I enjoy hands-on learning. The first year of the program was mostly background learning. However, in my junior year everything changed! I was able to be involved and do my own thing. One of the projects we did was a pneumatic robot. The teacher set a few guidelines, and then everything else was up to my partner and me. We were able to learn from our mistakes and ask the teacher if we needed any help. That is when I knew I wanted to go into engineering. During my senior year, I decided to take an internship class. At that time, most of my knowledge was in drafting with Auto-CAD, so the best place to jump right in was to intern at an engineering firm where I could work and learn at the same time. During my first semester, I interned at Hill Air Force Base in the Civil Engineering department. During my second semester, I was very lucky to intern at Ensign Engineering and Land Surveying. The employees there were impressed with the material taught at Northridge. After graduation, Ensign Engineering offered me a job! I plan to work at Ensign Engineering while attending the University of Utah as I pursue a degree in Civil Engineering. After I am a certified engineer I plan on pursuing my surveyors license.”

Brandon Stillman, a graduate of Layton High School, was interested in graphic design when he accepted a challenge from his father, who had been dabbling in creating interactive multi-media presentations, to join him in starting the process of creating an interactive CD-ROM development company. With the encouragement and direction of the School to Careers program at Layton High School, the name Grafix2Go was coined and Brandon developed the logo. Starting a business is a daunting task by anyone's standards, yet the two studied, practiced, and planned. With Brandon designing the graphic art and his father managing, selling, and programming, they had a fledgling business. Brandon now heads the graphic art department and oversees all aspects of design and visual quality. Early on, Grafix2Go became a School to Careers sponsor and created a Labor Law CD used by the School to Careers class at Layton High School. The company has created dynamic, customized interactive CDs for a variety of local and national businesses. Interactive CDs developed by Grafix2Go have made their way into almost every state in the USA, as well as Canada, Japan, North Korea, and Australia. Grafix2Go, Inc. now offers to serve the School to Careers program in both Layton High School and Northridge High School. Brandon definitely has gone from school to career!

Amelia Mitchell, a graduate from Timpview High School recently earned a bachelor's degree in automotive technology from Weber State University. Amelia's interest in the automotive industry began in high school when she was a class assistant to the auto teacher and found she liked talking to the guys in the class about off-roading and four-wheeling. “I picked up lots of knowledge by being around them and correcting tests,” she said. It was then that Amelia decided to take a beginning automotive class during her senior year. Amelia became involved in Skills USA, formerly VICA - Vocational Industrial Class of America, in high school she was state president and continued to be involved in Skills USA throughout college. In her senior year, Amelia entered an automotive competition, sponsored by Weber State University, and scored among the top three students in her high school winning a trip to Long Beach, Calif., to attend the Grand Prix and tour the Toyota facility. Amelia then entered Standard-Examiner Weber State University to pursue a career in the automotive industry. “As a woman in a nontraditional field, you're always watched; says Amelia. “Some people want you to succeed and some want you to fail.” As a result of her involvement and success in Skills USA, her persistence in pursuing a career in a traditionally dominate male field, along with achieving a 3.83 grade point average, prior to graduation seven high profile automotive companies vied to hire her including, General Motors Corp., Ford Motor Co., Honda Motor Co., Toyota Motor Corp., Sherwin-Williams Automotive Finishes Corp., Harley-Davidson Motor Co., and Caterpillar. After serving a summer internship at Toyota and two internships with Caterpillar, Amelia accepted a position with Caterpillar beginning at \$53,000 per year as a marketing representative specializing in truck-engine service.

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The vision of Career and Technical Education is to see that every student has the opportunity to explore a variety of career areas, throughout high school, that will equip him or her with the academic knowledge, technical and employment skills vital for entry into the evolving workforce of the 21st century.